PRIORITY AND FOCUS SCHOOLS

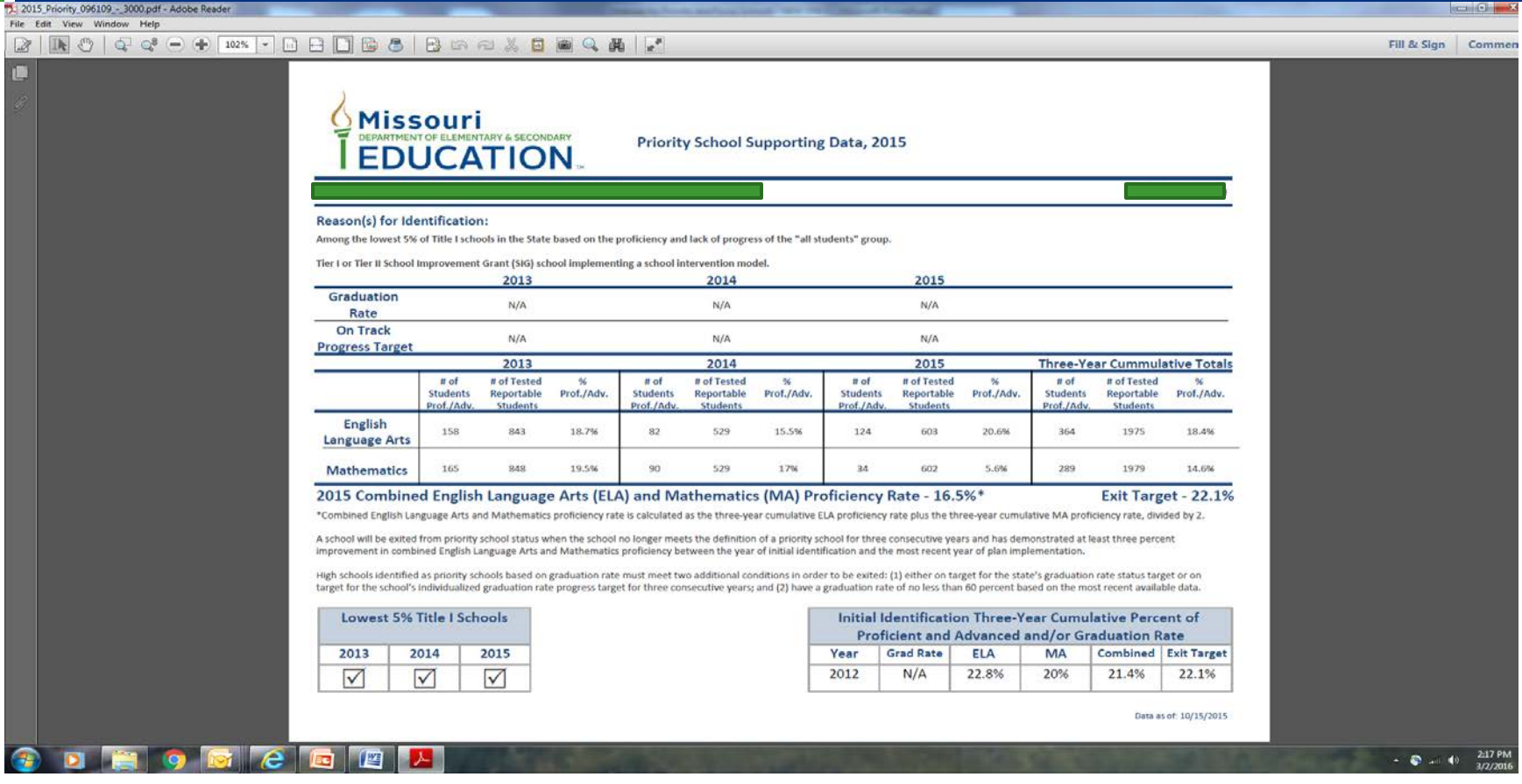
Next Steps for Schools
March 3, 2016

Missouri Department
of Elementary and Secondary Education

Getting Started

- Introductions
- Structure of Webinar
- ESEA Flexibility Waiver
- Transition to Every Student Succeeds Act

Sample Priority School Report



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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Priority School Supporting Data, 2015

Reason(s) for Identification:

Among the lowest 5% of Title I schools in the State based on the proficiency and lack of progress of the "all students" group.

Tier I or Tier II School Improvement Grant (SIG) school implementing a school intervention model.

	2013	2014	2015
Graduation Rate	N/A	N/A	N/A
On Track Progress Target	N/A	N/A	N/A

	2013			2014			2015			Three-Year Cummulative Totals		
	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.
English Language Arts	158	843	18.7%	82	529	15.5%	124	603	20.6%	364	1975	18.4%
Mathematics	165	848	19.5%	90	529	17%	34	602	5.6%	289	1979	14.6%

2015 Combined English Language Arts (ELA) and Mathematics (MA) Proficiency Rate - 16.5%* **Exit Target - 22.1%**

*Combined English Language Arts and Mathematics proficiency rate is calculated as the three-year cumulative ELA proficiency rate plus the three-year cumulative MA proficiency rate, divided by 2.

A school will be exited from priority school status when the school no longer meets the definition of a priority school for three consecutive years and has demonstrated at least three percent improvement in combined English Language Arts and Mathematics proficiency between the year of initial identification and the most recent year of plan implementation.

High schools identified as priority schools based on graduation rate must meet two additional conditions in order to be exited: (1) either on target for the state's graduation rate status target or on target for the school's individualized graduation rate progress target for three consecutive years; and (2) have a graduation rate of no less than 60 percent based on the most recent available data.

Lowest 5% Title I Schools		
2013	2014	2015
☑	☑	☑

Initial Identification Three-Year Cumulative Percent of Proficient and Advanced and/or Graduation Rate					
Year	Grad Rate	ELA	MA	Combined	Exit Target
2012	N/A	22.8%	20%	21.4%	22.1%

Data as of: 10/15/2015

How was my school identified for Priority or Focus school status?

Priority Schools:

- Within the lowest performing 5% of Title I schools (eligible or served) as determined by ELA and math proficiency; or
- A high school with a graduation rate less than 60% for three consecutive years

Factors used for identification:

Performance group: Group of Total

Content: English language arts and mathematics

Cell size: 30 or greater must be met in both contents for all three years reviewed

Data used: Combined (ELA & MA) percent proficient/advanced

Threshold: Lowest performing five percent

Graduation Rate (if applicable): less than 60 percent for three consecutive years

Priority School Funding

- Priority schools that receive a 1003(g) School Improvement Grant will not continue to receive 1003(a) funds upon the award of the grant.
- Priority schools that are not awarded a 1003(g) grant will continue to receive a 1003(a) allocation to implement their school improvement strategies.

1003(g) Grants

- Schools identified as priority schools will be notified by the Department of Elementary and Secondary Education (DESE) when the window for applications opens (***based on notification from the U.S. Department of Education***).
- DESE will provide additional information and follow-up to all priority schools regarding the requirements of the grant and the application process via webinar or face-to-face meeting.

How was my school identified for Priority or Focus school status?

- Focus Schools:
  - Within the lowest performing 10% of the remaining Title I schools as determined by ELA and math proficiency of the super-subgroup.

Factors used for identification:

Performance group: Student Gap Group

Content: English language arts and mathematics

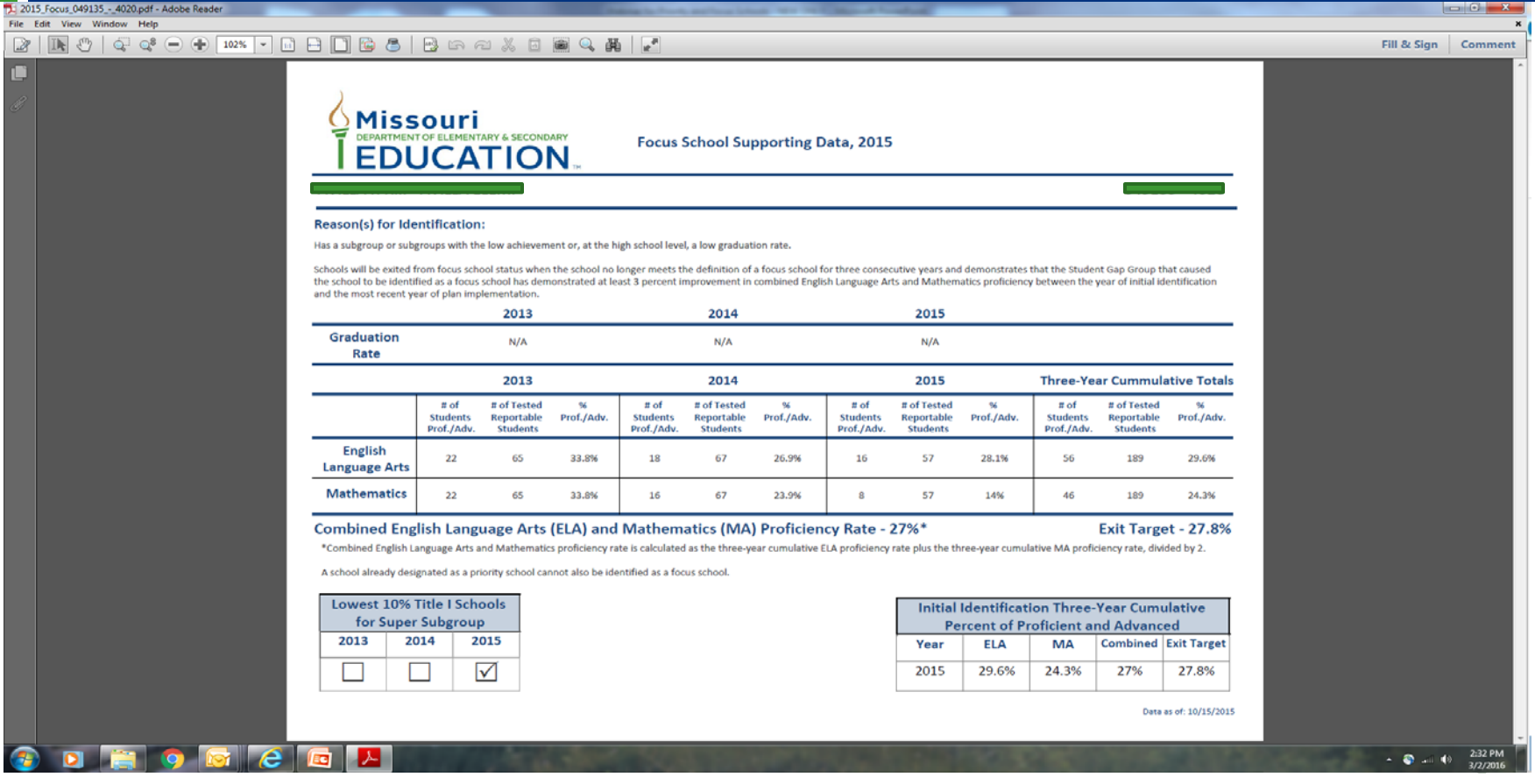
Cell size: 30 or greater cumulative students per content over three years

Data used: Combined (ELA & MA) percent proficient/advanced

Threshold: Lowest performing 10 percent

Graduation Rate (if applicable): less than 60 percent for three consecutive years

Sample Focus School Report



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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Focus School Supporting Data, 2015

Reason(s) for Identification:

Has a subgroup or subgroups with the low achievement or, at the high school level, a low graduation rate.

Schools will be exited from focus school status when the school no longer meets the definition of a focus school for three consecutive years and demonstrates that the Student Gap Group that caused the school to be identified as a focus school has demonstrated at least 3 percent improvement in combined English Language Arts and Mathematics proficiency between the year of initial identification and the most recent year of plan implementation.

	2013	2014	2015
Graduation Rate	N/A	N/A	N/A

	2013			2014			2015			Three-Year Cummulative Totals		
	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.	# of Students Prof./Adv.	# of Tested Reportable Students	% Prof./Adv.
English Language Arts	22	65	33.8%	18	67	26.9%	16	57	28.1%	56	189	29.6%
Mathematics	22	65	33.8%	16	67	23.9%	8	57	14%	46	189	24.3%

Combined English Language Arts (ELA) and Mathematics (MA) Proficiency Rate - 27%* **Exit Target - 27.8%**

*Combined English Language Arts and Mathematics proficiency rate is calculated as the three-year cumulative ELA proficiency rate plus the three-year cumulative MA proficiency rate, divided by 2.

A school already designated as a priority school cannot also be identified as a focus school.

Lowest 10% Title I Schools for Super Subgroup		
2013	2014	2015
☐	☐	☑

Initial Identification Three-Year Cumulative Percent of Proficient and Advanced				
Year	ELA	MA	Combined	Exit Target
2015	29.6%	24.3%	27%	27.8%

Data as of: 10/15/2015

2:32 PM 3/2/2016

My School Has Been Identified, Now What?

- Participate in Advance Questionnaire – all identified schools
- Regional School Improvement Team (RSIT)
- Needs Assessment (for example: Curriculum, Assessment, Teacher/Leader Effectiveness)
- Write Plan/Submit Plan/Plan Approval
  - Is the plan aligned with the District's CSIP ?
  - Submit Plan via Web Applications – Compliance Plans (Federal and State) https://apps.dese.mo.gov/webLogin/Menulist.aspx
  - Area Supervisor must approve the accountability plan
- Complete Title I School Improvement (a) budget located in ePeGs
- Budget Approval

Regional School Improvement Team

- Composition
- Responsibilities
- Meetings
- Primary Work

Accountability Plan

- Due Date:
  - Newly identified schools: April 1, 2016

- Locate the template for the accountability plan at:

  http://dese.mo.gov/sites/default/files/qs-focus-Building-Accountability-Plans-with-SI-team-2012.pdf

Accountability Plan

The Accountability Plan is to be completed in cooperation with the Regional School Improvement Team.

Date:			
☐ **District Plan**	**District Name:**	**County/District Code:**	
or			
☐ **School Plan**	**Building Name:**	**Building Code:**	**Grades Served:**
Accountability Plan Due To: ☐ Priority School ☐ Focus School ☐ Risk Factors ☐ Other			

Regional School Improvement Team

See guidance for all individuals who need to be included in the RSIT team.

Name	Position
1.	Area Supervisor
2.	Superintendent
3.	Central Office Staff
4.	Regional Representative
5.	District Board Member
6.	Principal
7.	Building Personnel
8.	
9.	

Description of how staff and stakeholders will be informed and engaged in the accountability plan.	

Accountability Plan

- Must include the Core Elements for Student Achievement:
  - **Leadership** - An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all student.
  - **Collaborative Cultures** - Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.
  - **Curriculum and Assessment** – Curriculum and assessments are comprehensive and aligned with the core academic standards.
  - **Effective Instruction** - Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

Leadership

- As part of the accountability plan, each identified school must participate in a leadership activity:
  - Administrator Mentor Program (AMP)

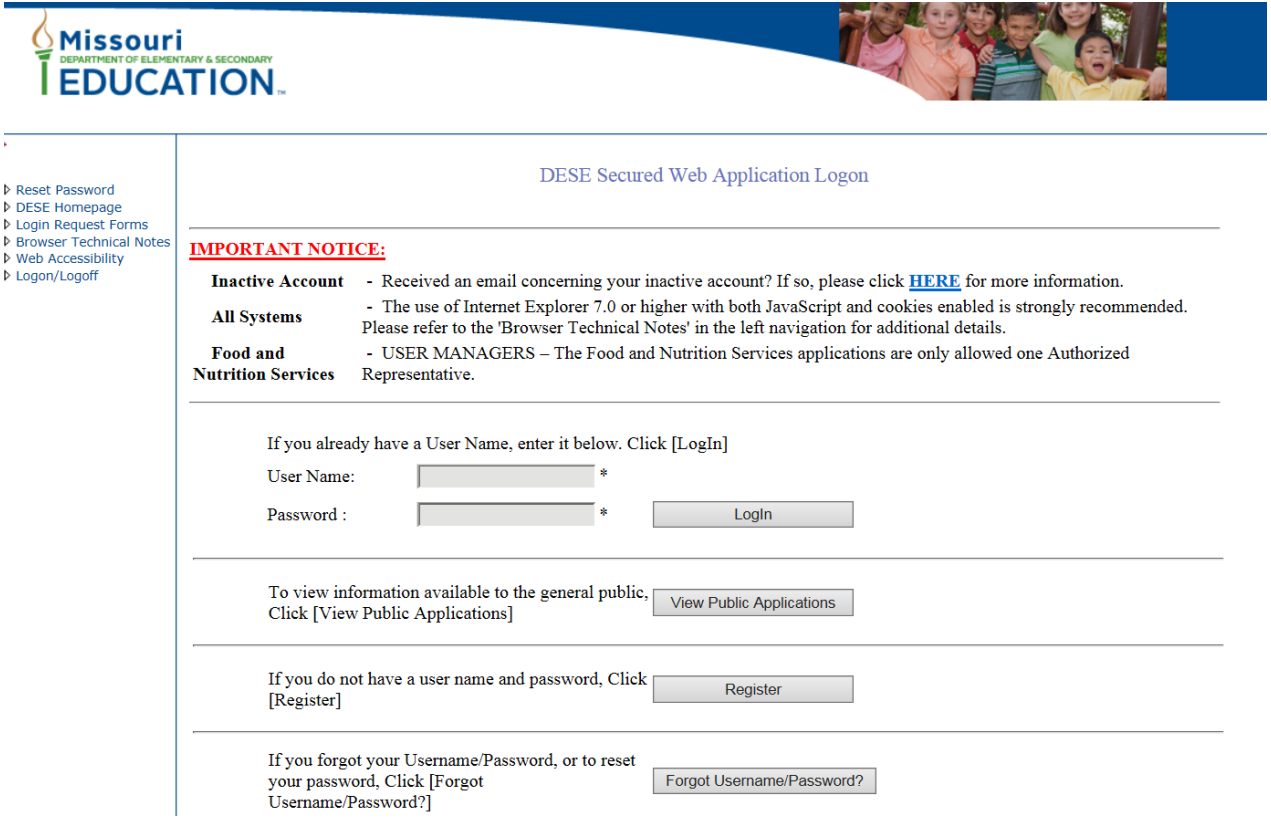
    http://dese.mo.gov/educator-quality/educator-development/administrator-mentoring-program
  - Missouri Leadership for Excellence, Achievement and Development (MoLEAD)

    http://dese.mo.gov/educator-quality/educator-development/molead
  - Leadership Academy

    http://dese.mo.gov/educator-quality/educator-development/leadership-academy
  - School Administration Manager (SAMs)

    http://www.samsconnect.com/?skip_welcome=1
  - District proposed option

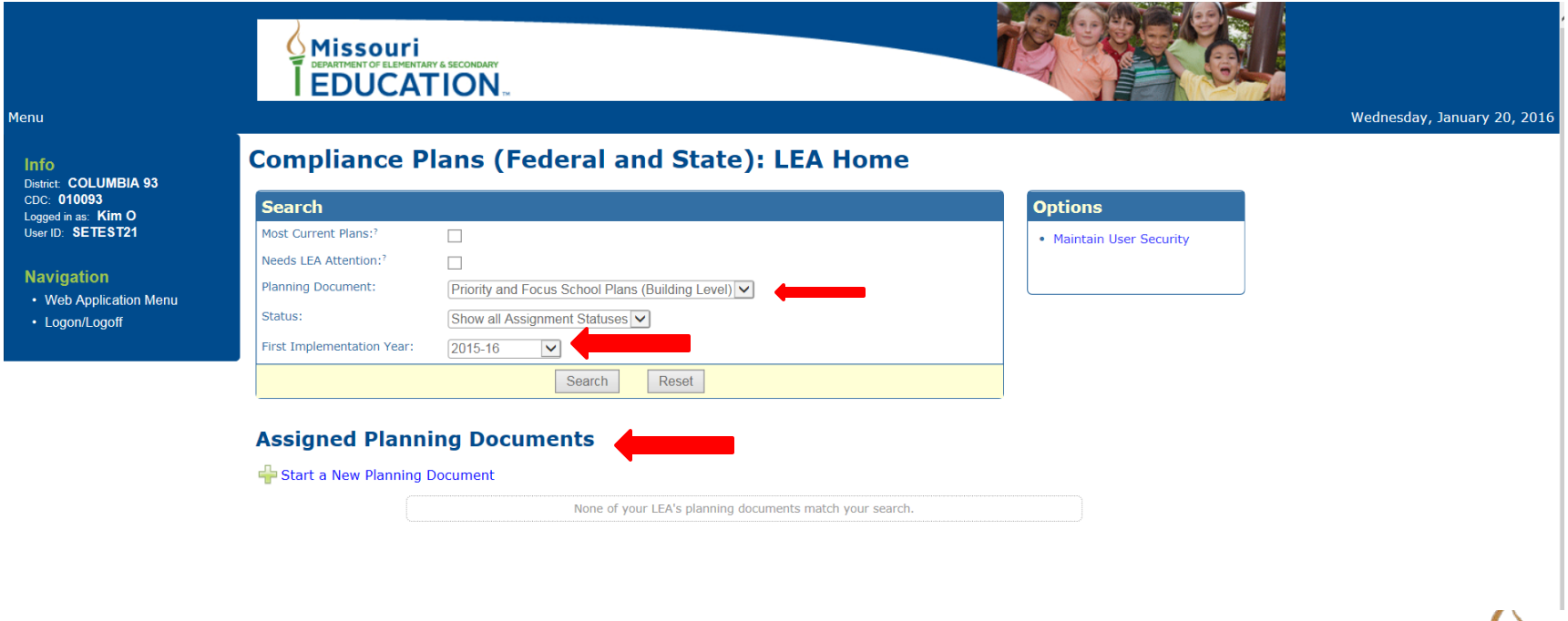
Priority/Focus School Plans



Priority/Focus School Plans

- **User Applications**
  - **DESE Web Applications**
    - Annual Report of the County Clerk to the State Board of Education
    - ARRA
    - Compliance Plans (Federal and State)
    - Data Collection
    - Educator Certification System
    - Educator Qualifications
    - ePeGS
    - Food and Nutrition Services
    - Migrant Education COE
    - Missouri Comprehensive Data System (MCDS)
    - Nonpublic Registration Form
    - School Finance
    - Tiered Monitoring
    - User Manager
  - **Report**
    - Report Menu -- All data and/or reports are now available through the Missouri Comprehensive Data System (MCDS) Portal.
  - **User Information**
    - Change Password
    - Edit User Profile
    - Edit Security Question/Answer
  - Logon/Logoff

Priority/Focus School Plans



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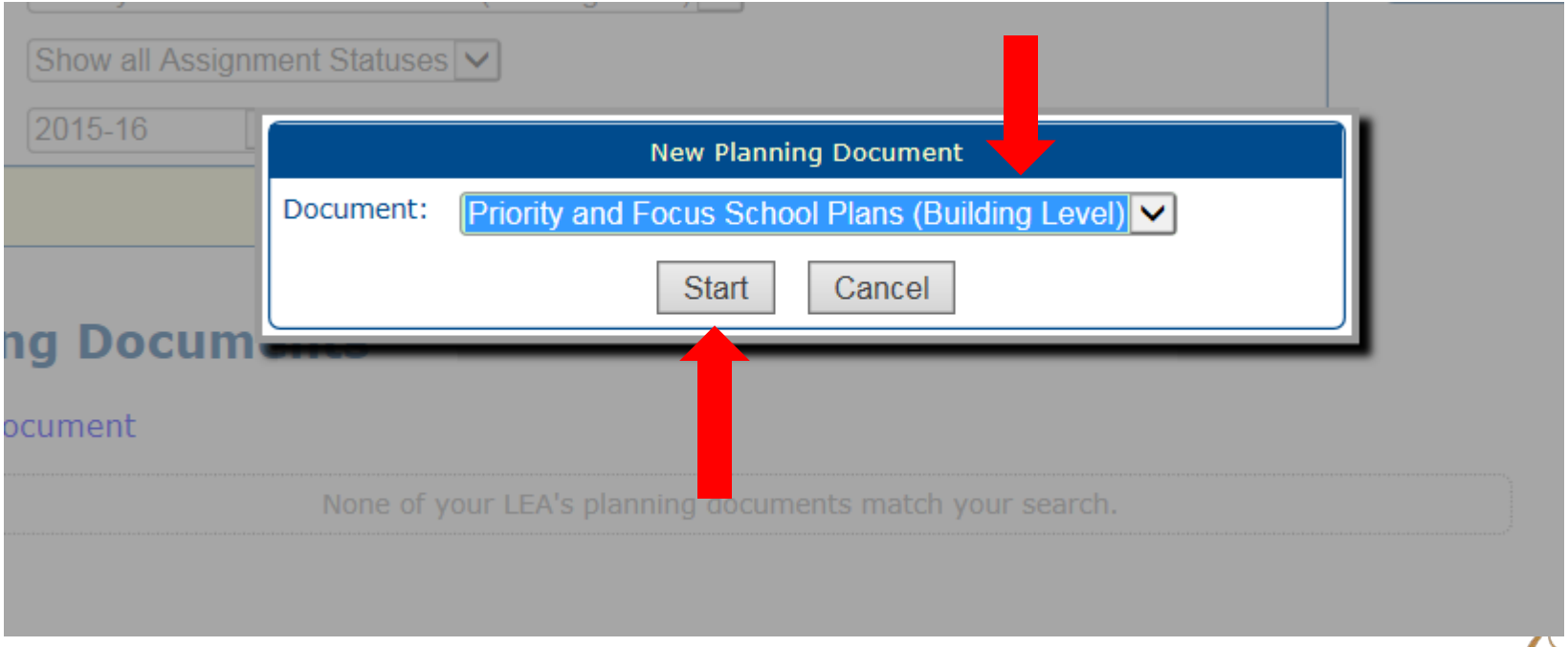

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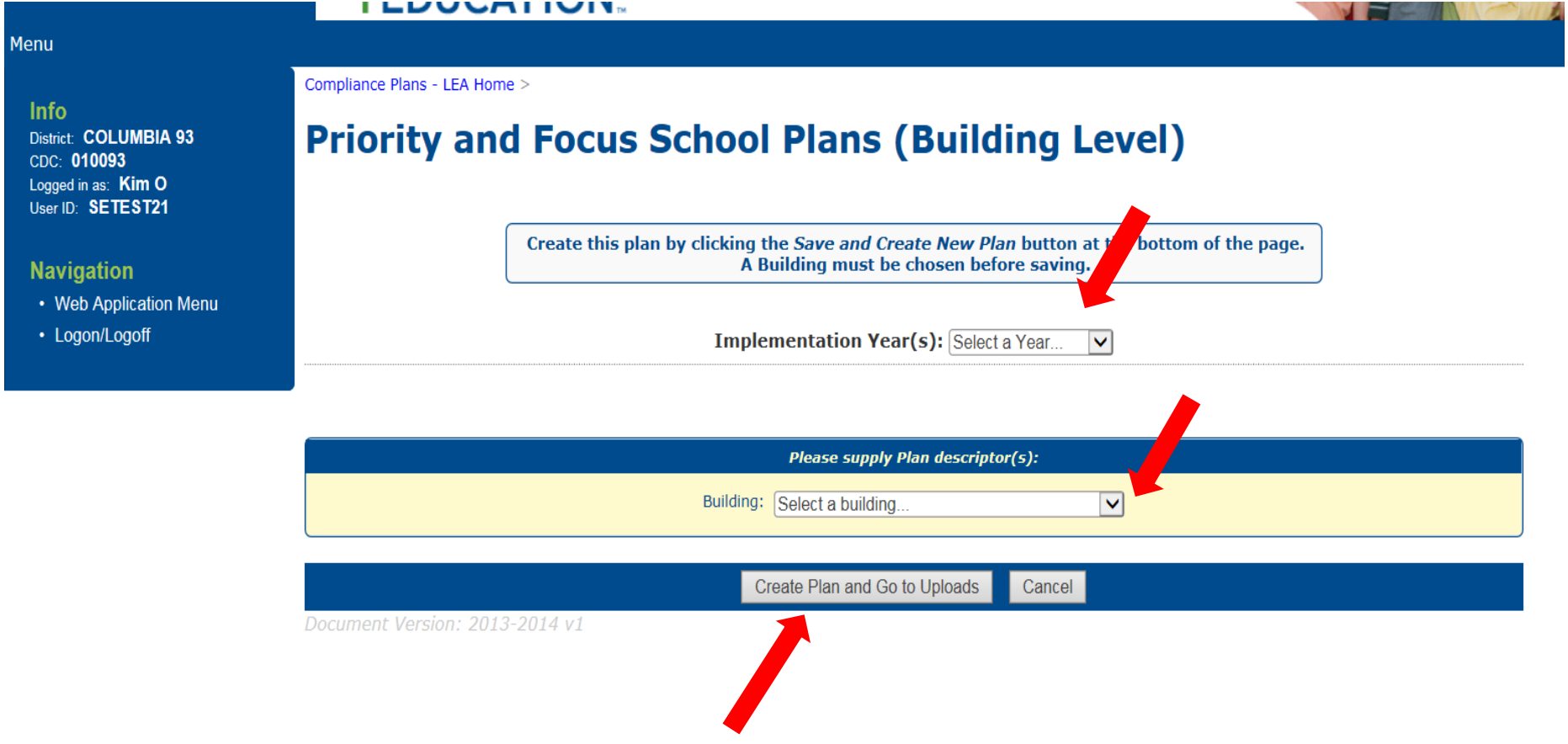

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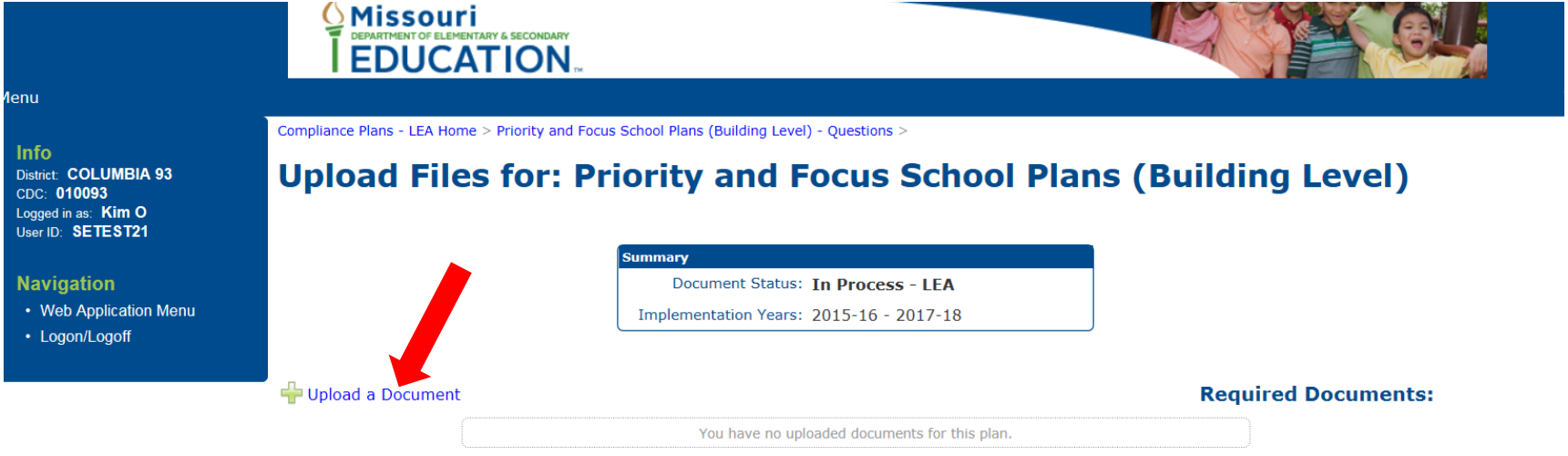

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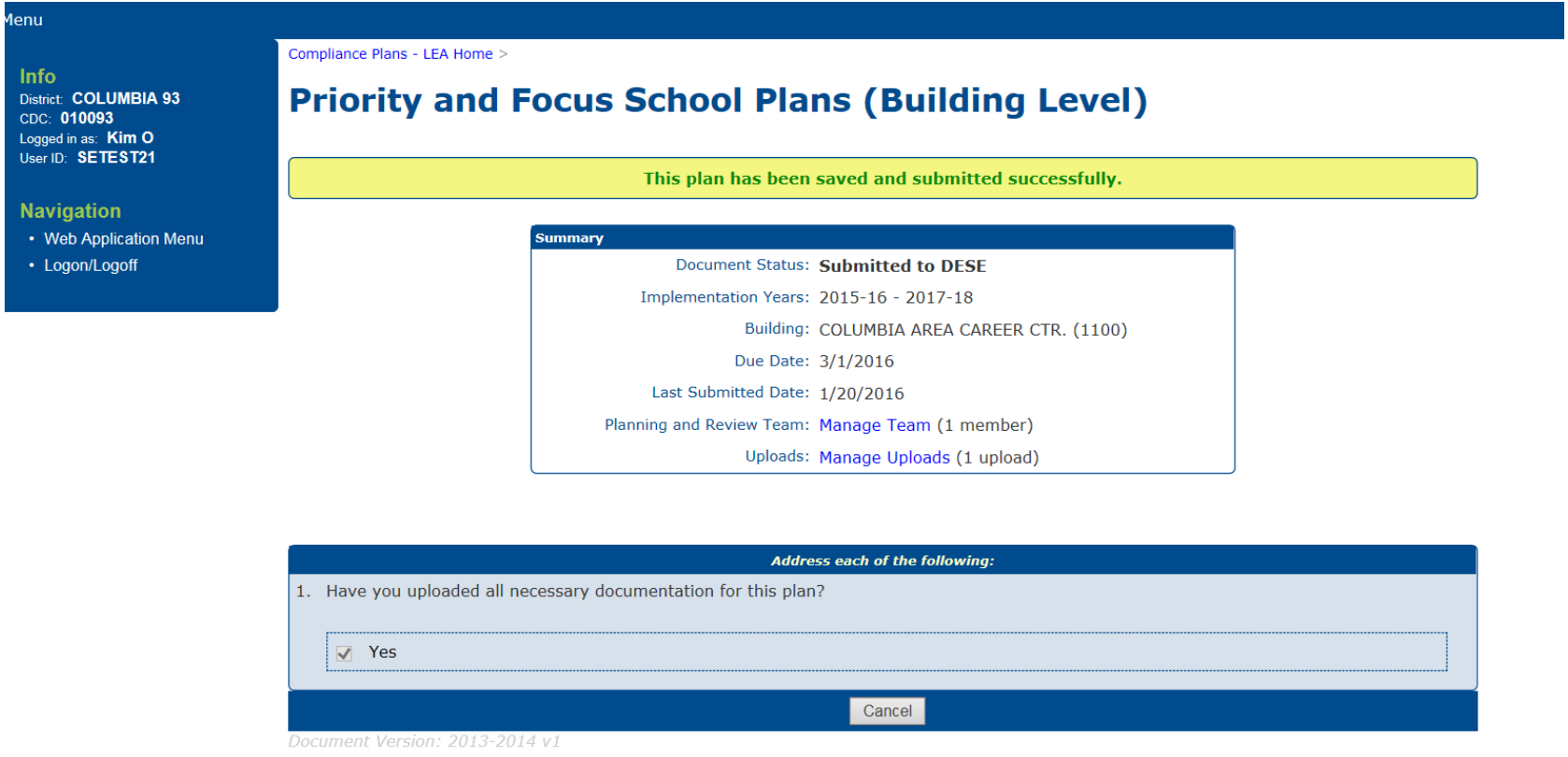

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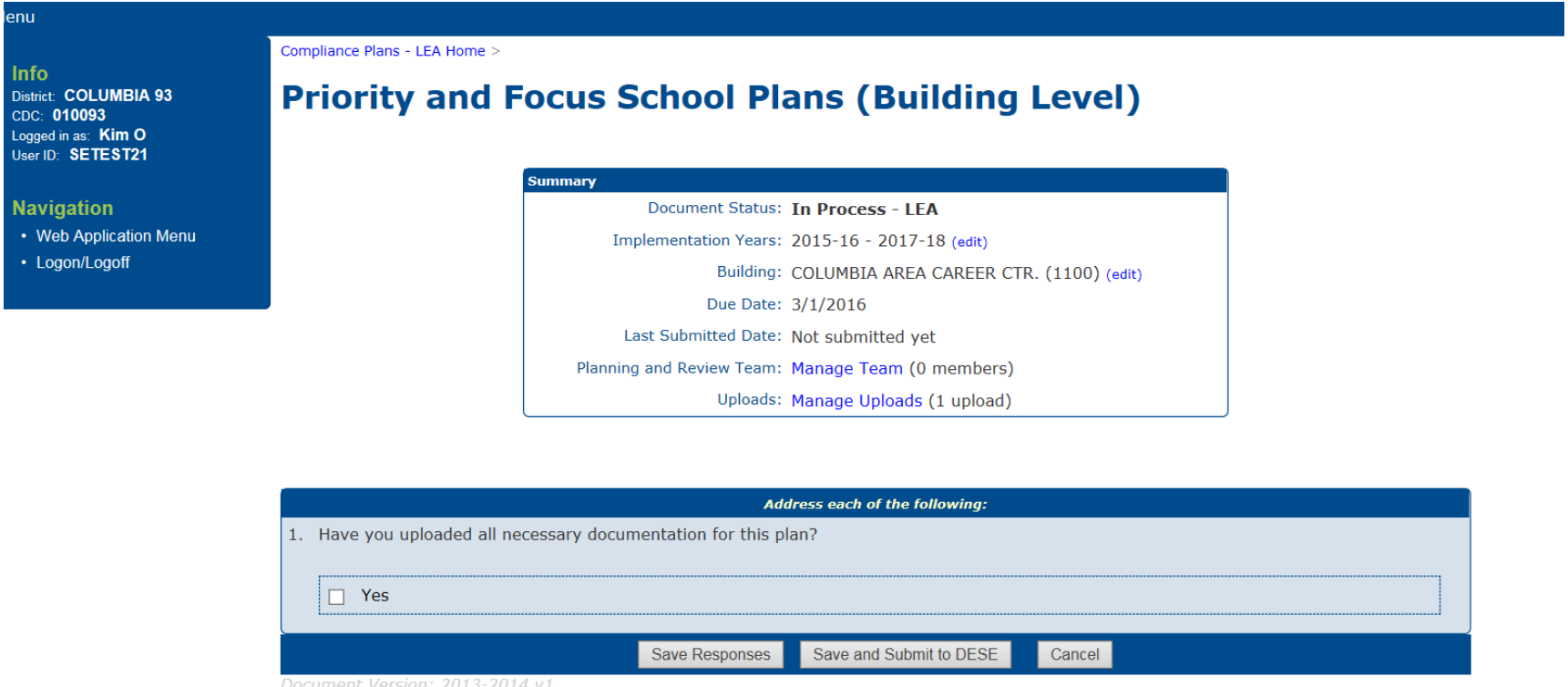
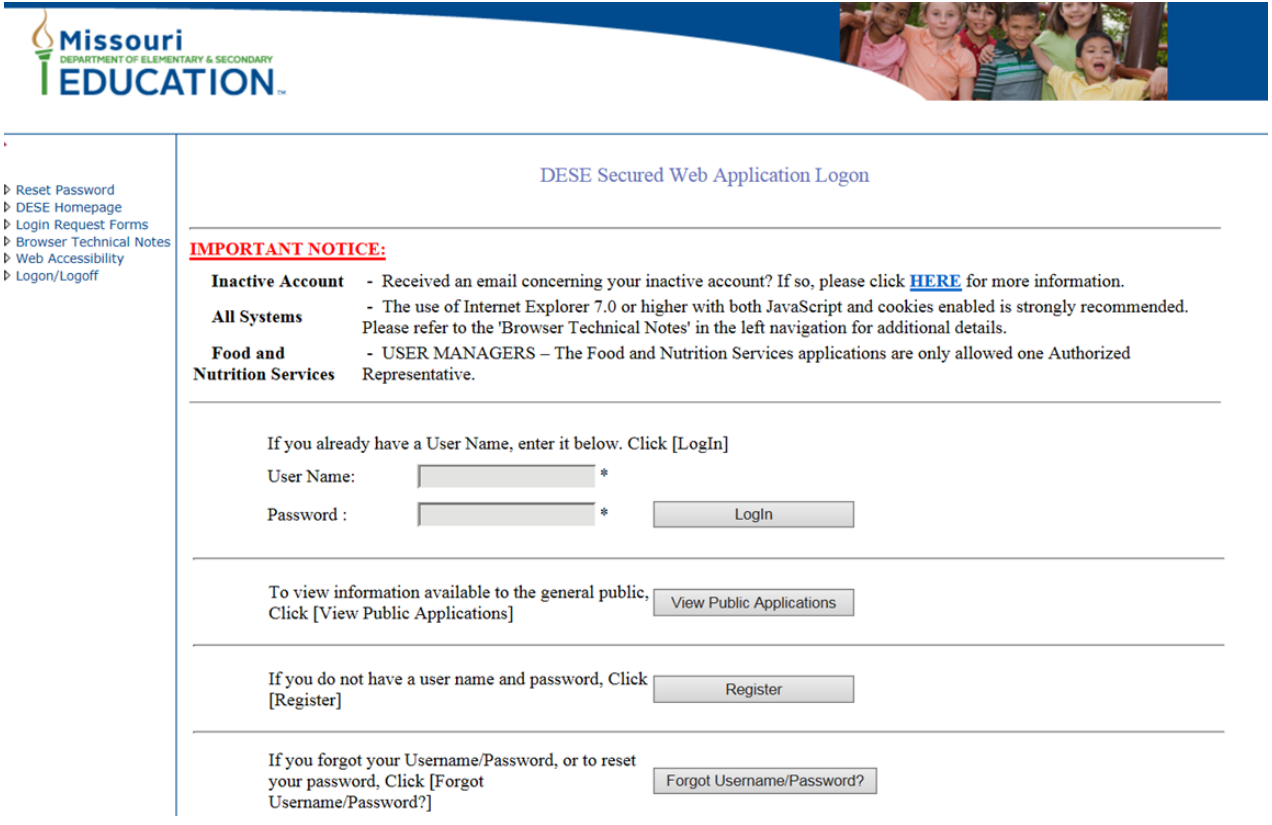


Funding Application



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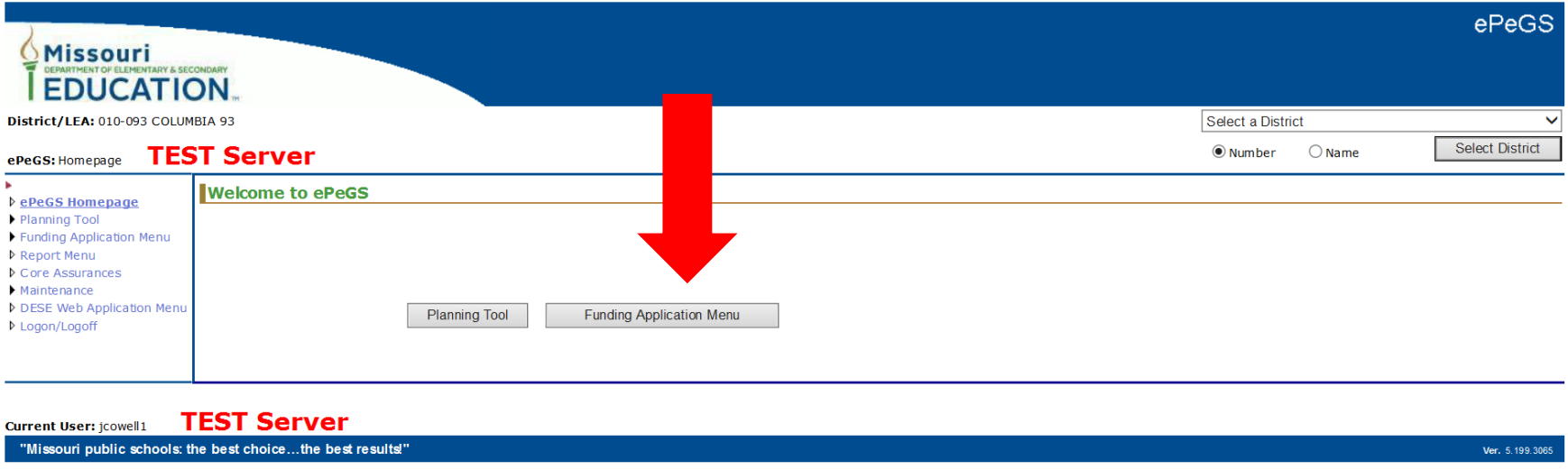

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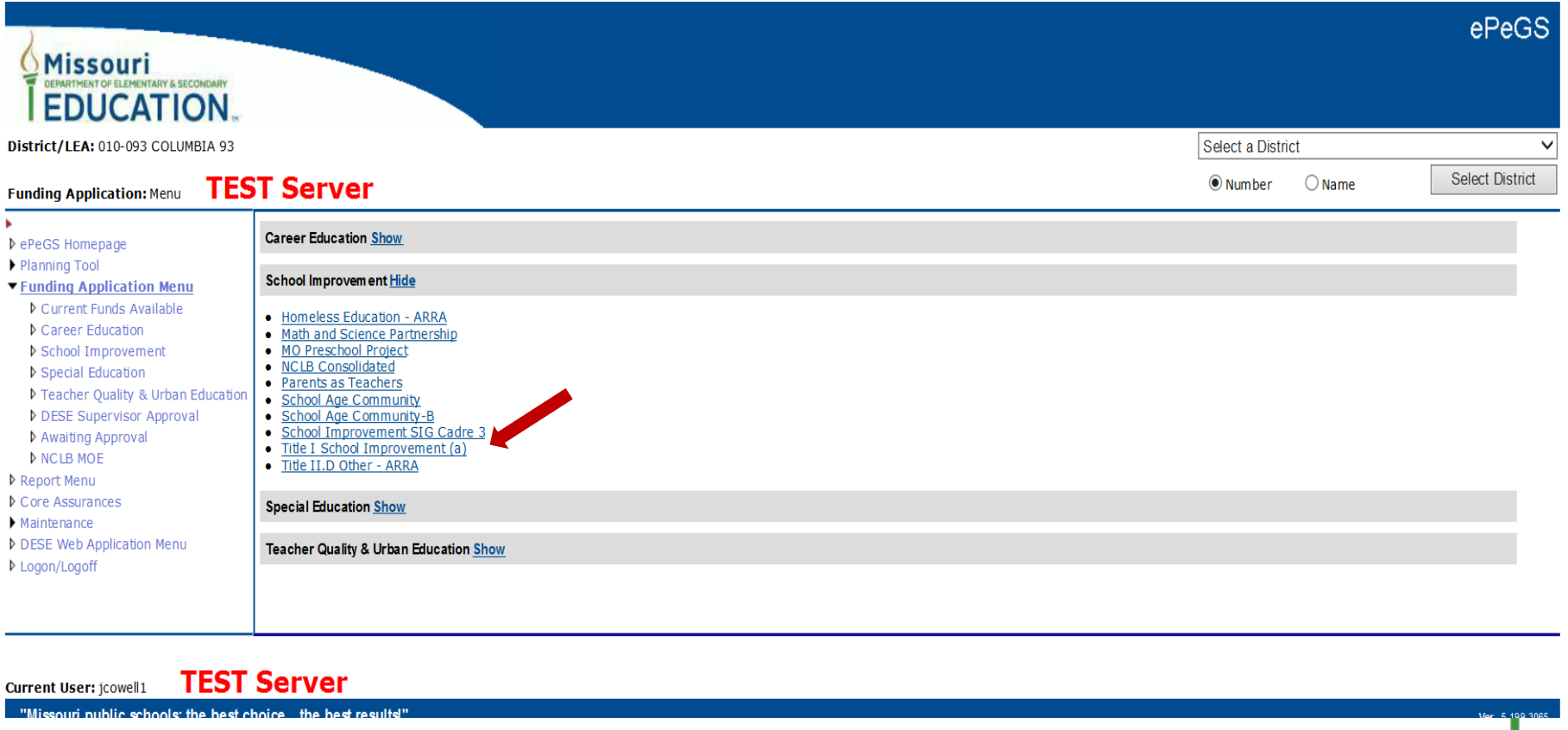

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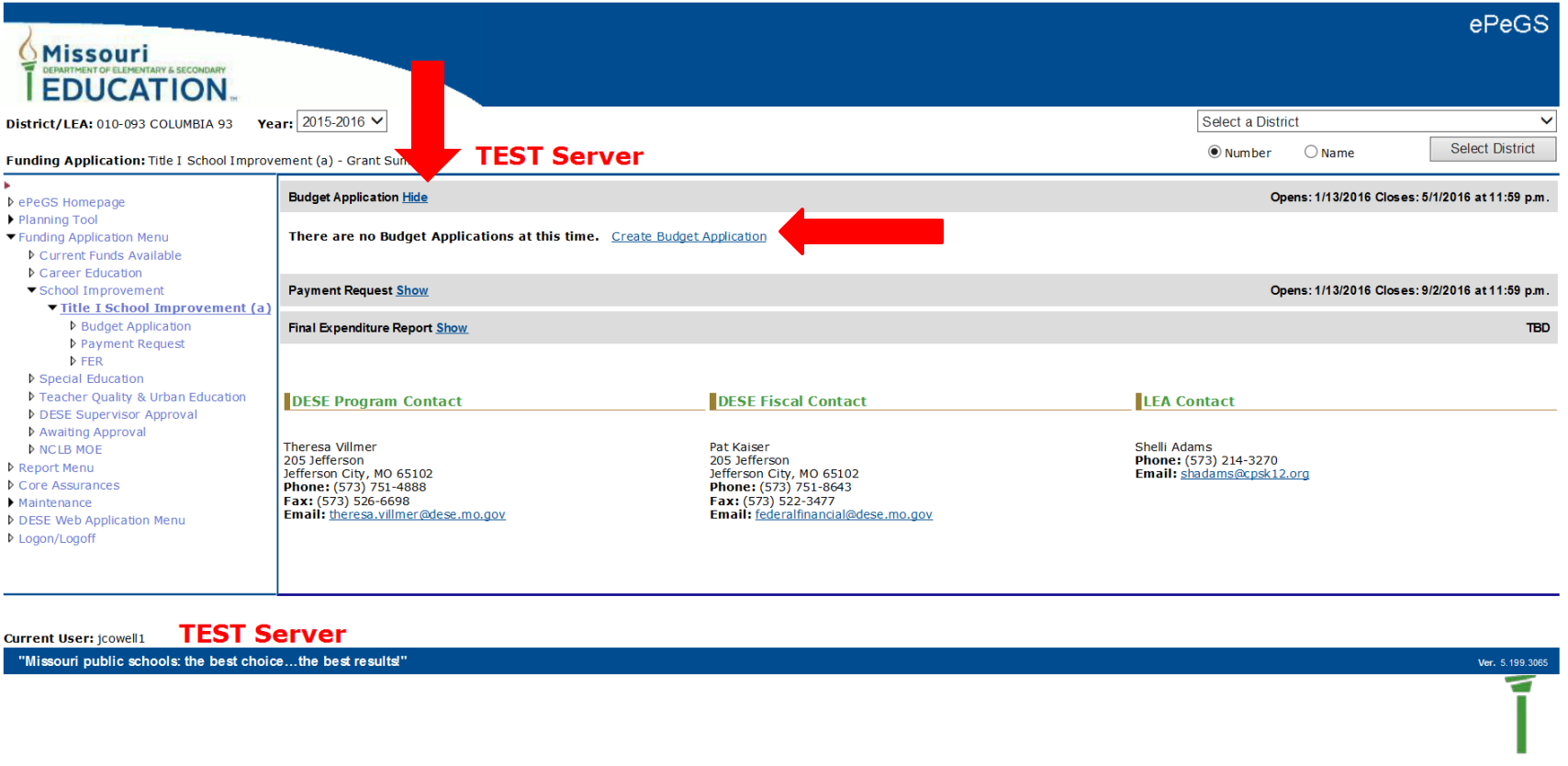

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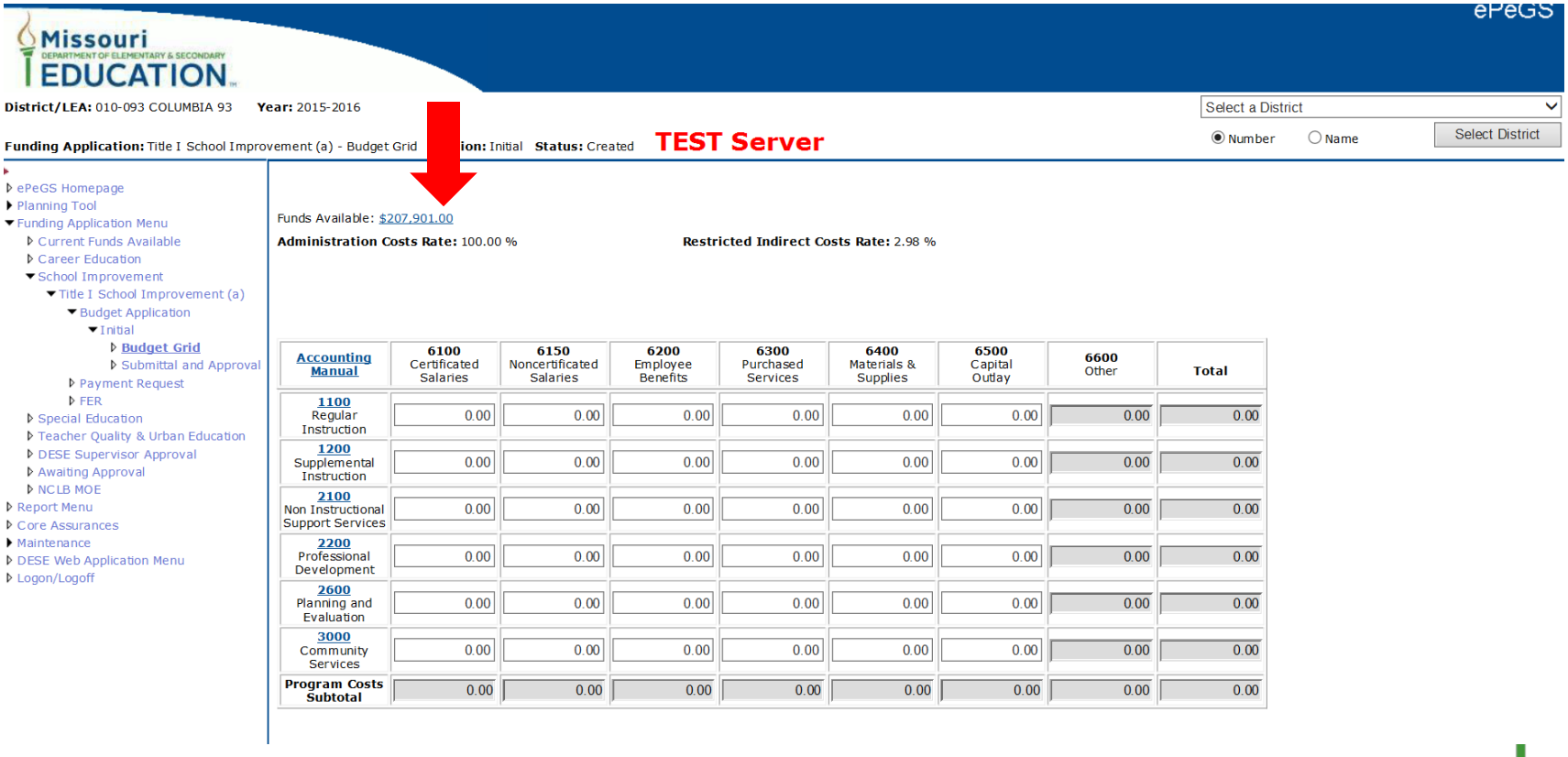

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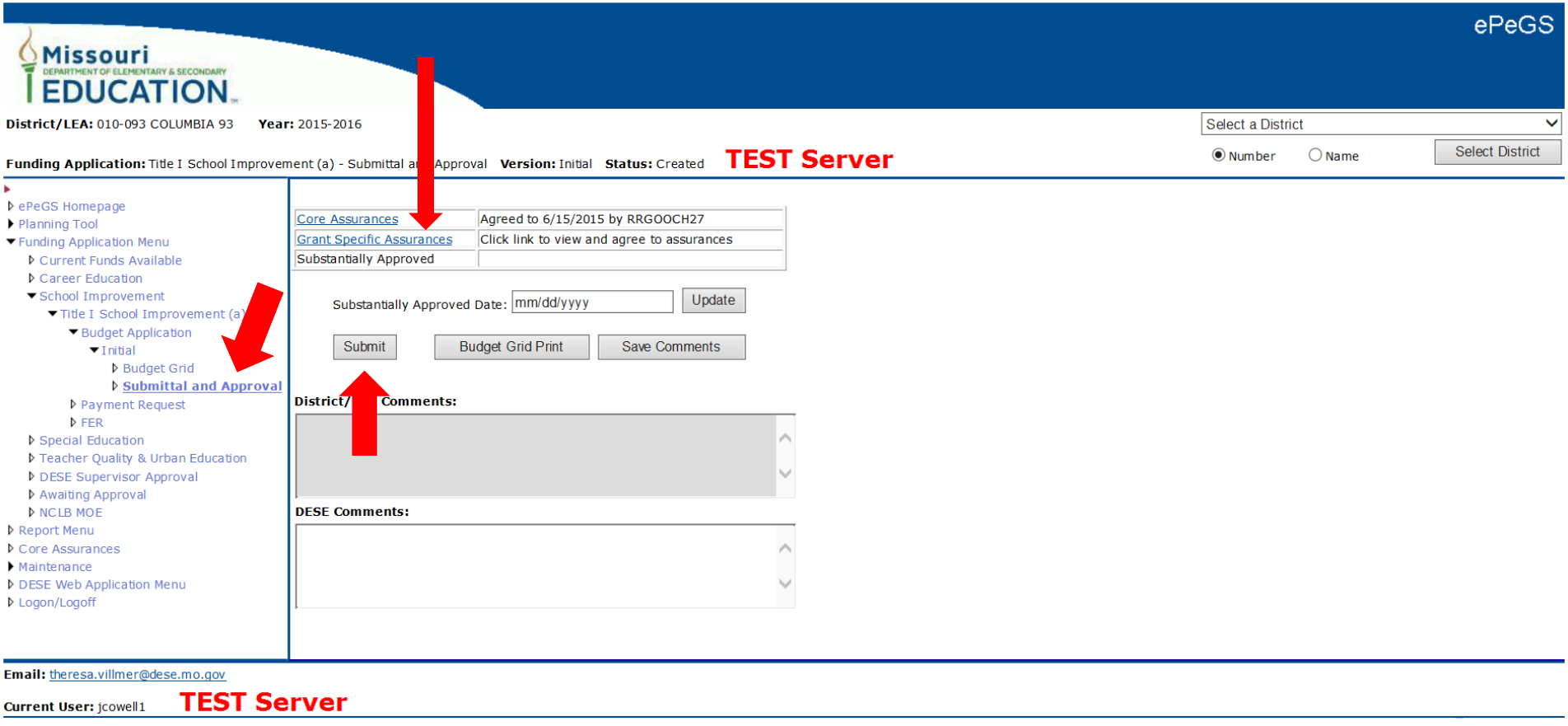


1003(a) Period of Availability/Obligations

- The 1003(a) grant period runs from the substantially approved date to June 30, 2016.
- These funds may not be used for obligations or expenditures that occurred prior to the substantially approved date.
- The FER will be due September 30, 2016 and may include expenditures for obligations made during the grant period (substantially approved date – June 30th).
- Unexpended funds carry over into the 2016-2017 year. Exception: Priority Schools that receive a 1003(g) School Improvement Grant will not retain carry over 1003(a) funds upon award of the 1003(g) grant.

2015-2016 1003(a) Period of Availability

Grant Period	Obligation Period	FER Reporting Period
January 13 – June 30, 2016	Date of Substantially Approved Application – June 30, 2016	Substantially Approved Application – September 30
Period during which funds may be obligated and expended.	Obligations occur during the grant period, but only after a substantially approved budget application has been submitted.	Expenditures for obligations made during the obligation period (date of substantially approved application – **June 30**) may be reported up until September 30.

2015-2016 1003(a) Allowability Period

Substantially Approved Application Date

- Beginning of the FY16 Grant Cycle
- LEAs may begin obligating FY16 grant funds as soon as the Budget Application is submitted (substantially approved)

April 30, 2016

- FY16 Budget Revisions Due

June 30, 2016

- Deadline for all obligations for 2015-16 expenditures

September 30, 2016

- All expenditures for 2015-16 obligations must be finalized
- FY16 FER Due
- Any FY16 Grant Funds not expended will carryover into FY17 (except building funded under 1003(g)

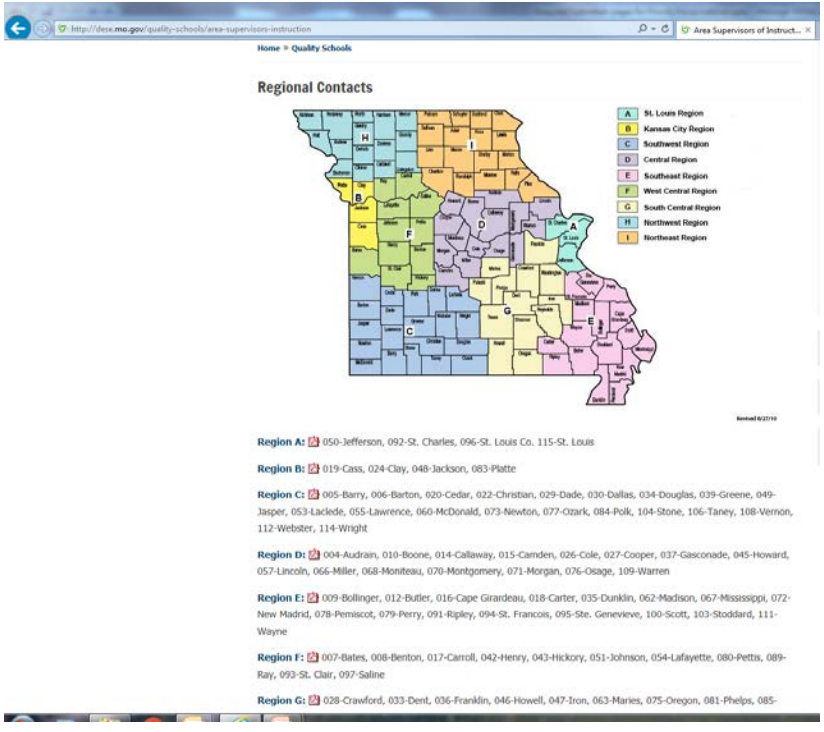
When is an Obligation Made?

IF THE OBLIGATION IS FOR…	THEN THE OBLIGATION IS MADE …
General Purchases	On the date the district/LEA creates a purchase order to acquire the item.
Personal services by an employee of the district/LEA.	When the services are performed. For teachers, the obligation begins when the work is performed NOT when the contract is signed because teachers are employees of the district/LEA.
Personal services by a contractor who is not an employee of the district/LEA.	On the date the district/LEA makes a binding written commitment to obtain the services. This includes contracts with individuals to provide specific services such as tutors.
Non-Personal services by a contractor who is not an employee of the district/LEA.	On the date the district/LEA makes a binding written commitment to obtain the work. This includes contracts with companies or entities to provide services such as professional development.
Travel	When the travel is taken. This includes lodging, transportation and/or meals.

Acceptable Use of Funds

- Funds must be used to implement accountability plan
- Address the specific academic issues that caused the school to be identified (ELA/Math/Graduation Rate)
- Activities must be supplemental
- Title I rules apply (http://dese.mo.gov/sites/default/files/qs-fc-admin-manual-Jan-2015.pdf)

Area Supervisors/Federal Programs Supervisors



http://dese.mo.gov/quality-schools/area-supervisors-instruction

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Pat Kaiser	Director, ESEA/NCLB Finance	pat.kaiser@dese.mo.gov	573.751.8643

Thank You!

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